

PROJECT

CITIZEN

HUMAN RIGHT CRISIS IN CHINA

EISENHOWER GRANT PROJECT

Submitted by Anthony DeMarco and Darryl M. Semple

Grade 7th Social Studies

Curriculum Objectives:

This project was done utilizing the methods and text developed by the Center for Civic Education in “*We the People...Project Citizen*;

In the immortal words of Abraham Lincoln, we have inherited a government that is – “of the people, by the people, and for the people....” The right to participate in governing ourselves-- protecting our rights and promoting our common welfare--carries with it certain responsibilities. Among these responsibilities are acquiring the knowledge and skills for intelligent participation and the willingness to promote liberty and justice for all people

Fostering recognition and stimulating interest of issues that are shared by all Americans, the purpose of these lessons is to provide activities that will introduce students to and educate them in the methods and procedures used in our political process. The goal of the program is to develop students’ commitment to active citizenship and governance by providing the knowledge and skills for effective participation; provide practical experience designed to foster a sense of competence and efficacy, and develop an understanding of the importance of citizen participation. It is believed that these lessons will assist our students’ knowledge, enhance their skills, and deepen their understanding of how “the people”-all of us –can work together to make our communities better.

We have included throughout the Lessons the use of Multiple Intelligence Theorem perfected by Howard Gardner. We have found that if you use these styles of learning, you will be able to develop a well-rounded curriculum where all students will experience success.

Core Content Curriculum Standards:

Workplace Readiness: 2.2, 2.3

Reading: 3.1, 3.2, 3.3, 3.4

Social Studies: 6.1, 6.2, 6.3, 6.4, 6.5

Technology Objectives: The Students will be able to navigate the Internet for information on how the political process is established, and how it affects the lives of the students today. Inspiration, Videotaping, Microsoft Word, Microsoft Frontpage, as well as Microsoft PowerPoint will be used by the students to create a presentation on a specific public policy change.

Description of Environment: This 7th grade lesson can be accomplished over a Three-week period. This is a collaborative project that will allow students in my class, to work with the students in Mr. DeMarco’s class for forty-minute periods. There are five computers in each of the classrooms for immediate student use. The students will also avail themselves with the use of the computer lab, as well as the computers in the library.

LESSON 1

PROJECT OBJECTIVE:

This project is intended to help students learn how to express their opinions, how to decide which level of government and which agency is most appropriate for dealing with problems they identify and how to influence policy decisions at that level of government. It calls for students to work cooperatively with others in the class and, with the help of teachers and adult volunteers, to accomplish the following tasks:

1. ***Identify a problem to study.*** Students will begin by identifying a problem in their community that they think is important and determine which level of government is most directly responsible for dealing with the problem.
2. ***Gather information.*** When the class decides upon the problem they want to study, they will need to gather and evaluate information about the problem from a variety of sources.
3. ***Evaluate solutions.*** They will next examine public policies that now are being used by the government. They will also examine policies being suggested by other people.
4. ***Develop your own public policy.*** The student will next develop a public policy that they think the government should adopt.
5. ***Develop an action plan.*** The Students will develop a plan of action to show how they might influence the appropriate government agency to adopt their proposed public policy.

All Project Forms needed by the students are in the Appendixes.

STEP 1: IDENTIFYING PUBLIC POLICY PROBLEMS IN YOUR COMMUNITY

1. The purpose of this step is to: a) make students aware of what they already know about problems in their community; b) make students discuss these problems with others (i.e. parents, neighbors, members of their community) to find out what they know and what they think about these problems; c) allow the students to gather enough information to select a problem that the majority of the class agrees is important to study. Students should be informed that they should choose a problem that they can proposed reasonable and workable public policy.

- A. Making students aware of what they already know about problems in their community.**
Students are placed into small groups of two or three and should complete the Project Identification and Analysis Form. Students should then initiate a discussion of their responses.

B. Having students find out more about problems in their community from others.

The three homework assignments will assist the students in learning about problems in their community.

- i. Interview Assignment- Using the Interview Form to record their information received, have students select one of the problems identified by the class or small group, and discuss with their family, friends, neighbors, or others, and find out what they know about that problem in the community and how they feel about it.
- ii. Printed Sources Assignment- Using information for evidence of the problem and policies designed to deal with it in the community, students are to look in newspapers and other printed sources and bring into class materials found to share and discuss with the class. All information found should be recorded on the Printed Source Form.
- iii. Radio and TV Assignment- Look or listen for news reports on television or radio concerning the problem and related policies. Students are to bring in this information as recorded on the Radio/Television Observation form.

STEP 2: SELECTING A PROBLEM FOR CLASS STUDY

Your class should now examine what they have learned about problems in your community before selecting the problem to be studied. We suggest you use the following procedures.

1. **Examine information gathered and select a problem.** Lead your students in a discussion of what they learned from their first homework assignment. Discuss such questions as:
 - What have you learned about community problems from the people you interviewed?
 - Which of the problems seem to be most urgent?
 - Are these problems which can be solved by developing public policies?
 - Which appear to be problems for which existing public policies need to be changed?
 - Which community problems are of the greatest interest and concern to you?Then, if the students think they are ready to make a decision, have them select a problem by majority vote.
2. **Conduct further research, if necessary.** If the students do not know enough to make a decision about the problem they want to study, or they want to explore other problems, give them appropriate assignments to gather the necessary information. We suggest they use the forms provided in step 1 to gather and record information.

STEP 3: GATHERING INFORMATION ON THE PROBLEM YOUR CLASS WILL STUDY

Now that your class has selected a problem, the class must decide where to get additional information. The class will find that some sources of information will be better than others.

A. Class Activity-Identifying sources of information; class should read and discuss the list of information, then divide the class into research teams where each team will gather information from one of the following sources:

- a) Libraries
- b) Newspaper Offices
- c) Professors and Scholars
- d) Lawyers and Judges
- e) Community Organizations and Interest Groups
- f) Legislative Offices
- g) Administrative Agencies
- H) Electronic Information Networks

B. Guidelines for Obtaining and Documenting Information – it is important for the students to know that many of the working places mentioned above have workers who may be very busy. It is important that the following suggestions be followed to avoid having the class place too much burden on the offices and individuals being asked for information.

1. Libraries and other places where information can be found - have students individually or in small groups visit libraries or offices of various public and private groups that have information on the problem.

2. Calling sources on the phone- this assignment should be given to no more than one student. This student should clearly record all information gained during the telephone interview on the Letter or Interview Documentation Form.

3. Making appointments and interviewing people- One student should call to arrange for appointment either for an individual or a small group visit. Personal interviews are to be recorded on the Letter or Interview Documentation Form.

4. Writing and requesting information- One student may write a letter requesting information from each office or person listed above. Information from Publication or Information from Letters or Interviews –Documentation Forms will be used to record information depending on the information given.

C. Homework Assignment- After it is decided which source of information is needed, the class should be divided into research teams. Each team should be responsible for gathering information from a different source. Have students use the following introduction script to obtain documenting information of the guidelines mentioned above.

INTRODUCING YOURSELF

My name is (your name), I am a student in (teacher's name) 7th grade class in (name of school)

We are studying local problems, how they are dealt with by the government, and how citizens can participate in their government.

The problem my class is studying is (briefly describe the problem).

I am responsible for finding out information about the problem to share with my class.

*May I ask you a few questions now or is there another time that would be better for me to call?
Is there another person I should call?*

Do you have any printed information on the problem that you can send us? (if person answers yes, be prepared to give the person the address of the school) Remind students that personal information such as home address or telephone numbers should not be given.

STEP 4: DEVELOPING A CLASS PORTFOLIO

At this point, your class should have enough information to begin to develop its portfolio. We suggest you use the following procedures.

1. **Divide the class into portfolio groups.** Divide the class into four groups, each assigned to develop one of the parts of the portfolio as followed:
 - A) **Portfolio Group One:** Explaining the problem. This group is responsible for explaining the problem the class has chosen to study. This group will also explain why the problem is important and why that level of government or governmental agency should deal with it.
 - B) **Portfolio Group Two:** Evaluating alternative policies suggested to deal with the problem. This group is responsible for explaining present and/or alternative policies designed to solve the problem.
 - C) **Portfolio Group Three:** Developing a public policy the class will support. This group is responsible for developing and justifying a specific public policy that the majority of the class agrees to support.
 - D) **Portfolio Group Four:** Developing an action plan to get government to accept the class policy. This group is responsible for developing an action plan showing how citizens can influence their government to adopt the policy the class supports.

2. **Use the information gathered by the research teams.** Information gathered by research teams often will be useful for more than one of the portfolio groups. To make sure each group gets the information it needs, here is one suggestion:

Have each portfolio group take a turn sitting at a table at the front of the class. Each group should then read to the class the questions and explanations it is responsible for addressing in its part of the display section of the portfolio. As each question is read, ask the students in the class to provide the group information they have gathered that is relevant to the particular question. Written or printed information useful for more than one group can be duplicated and given to each group.

3. **Review the tasks and specifications for the portfolio.** Be sure students in each group understand that they will be expected to produce a display which will show the responsibilities of that group.

STEP 5: PRESENTING YOUR PORTFOLIO

Now that your class has completed its class portfolio, they can present their information before an audience. The presentation can be made to a three-or four-person panel representing the school and community. The panel will “judge” the presentation based upon the criteria used to develop the portfolio. This activity will give the participants valuable experience in presenting important ideas to others and convincing them of a stated position.

There are four basic goals of the presentation:

1. To inform an audience of the importance of the problem identified in the community.
2. To explain and evaluate alternative policies so that an audience can understand the advantages and disadvantages of each.
3. To discuss the class’s choice as the “best” policy to deal with the problem and “make a case” for that policy. To make and support the class’s view that the proposed policy does not violate the federal and state constitutions.
4. To determine how the class could develop support for its policy in the community, as well as in the legislative and executive branches of the appropriate level of government.

STEP 6: REFLECTING ON YOUR LEARNING EXPERIENCE

When your class has completed its portfolio, a reflection or evaluation part should be added to the documentation section. It should feature student answers to such questions as:

- **What** have you and your classmates learned?
- **How** did you and your classmates learn?
- **What** would you do differently if you were to develop another portfolio?

Reflecting on the learning experience should be a cooperative class effort similar to the class's work throughout this project. Students should be asked to record their reflections on their work as individuals as well as their experiences as a class. It may be helpful for the class to present its portfolio to an audience before developing this final section because questions and reactions from members of an audience provide important feedback.

To assist students to develop this section, you might use these suggestions.

1. Have students answer the following questions.
 - a. What did I personally learn about public policy from working with my classmates?
 - b. What did we learn as a class about public policy by developing our portfolio?
 - c. What technology skills did I learn or improve upon in this project?
 - d. What are the advantages of working as a team?
 - e. What are the disadvantages of working as a team?
 - f. What did I do well?
 - g. What did we do well?
 - h. How can I improve my problem-solving skills?
 - i. How can we improve our problem-solving skills?
 - j. What would we want to do differently, if we were to develop another portfolio on another public policy issue?
2. Lead a class discussion of student responses and try to arrive at several generalizations. Write them on a chalkboard or chart paper.
3. Divide the class into groups, each assigned one generalization. Each group should refine the statement of the generalization and provide evidence to support it.
4. The work of each group then should be given to a small writing team responsible for editing the work and preparing a draft for inclusion in the documentation section of the portfolio.
5. The entire class should review the draft created by the writing team and make suggestions for improvement.
6. The writing team should complete the draft for inclusion in the portfolio.

HUMAN RIGHT CRISIS IN CHINA

Issues discussed and debated between the two classes were New Jersey Death Penalty policy and the policy of Gun Control in America. Although the State and Federal Policy issues were discussed, the subject selected and focused on by the students from our class, was the international controversy over the Human Rights Violations allegedly committed by the People's Republic of China.

The students voted to explore possible public policy changes on how the U.S Government handles the situation that is happening in China. The students were assigned homework to investigate what exactly was the world wide problem with China. The students researched the problem and were alarmed at China's repressive government. The students discussed and debated how the Chinese government was arresting and imprisoning many Tibetan demonstrators. Students discussed among the classes, how many Chinese people were put to death. Many of the students were shocked to investigate and find out that China puts to death more of its people than all the countries in the world combined. In addition, the students learned and discussed China's alliance with Sudan. Students were made aware of how the Chinese government supported the Sudanese Government's terrorization of its people in the Darfur region, by supplying the Sudanese army with arms and purchasing two-thirds of the oil Sudan exports.

The students were focused on the question should the U.S Olympic Team boycott the summer Olympic games in Beijing because of China's handling of Tibet and other human rights atrocities.

The Students applied skills learned to bring awareness to the problem and presented a class portfolio done in following manner:

- a. Students were required to construct a PowerPoint slide presentation for each of the four portfolio groupings.
- b. Students were required to give an oral presentation for each of the four portfolio groupings.
- c. Students choose to establish a web blog to inform and support the different view points had on the subject.
- d. Students chose to interview and videotape personal opinions on the International subject.

Microsoft Power Point

Objectives: The Students are going to work in groups to create one or more slides. The slides will be put together in sequential order to create their own classroom presentation.

First, let's begin with some basic vocabulary.

PowerPoint - a fun computer program used to present research by creating a series of slides with text and pictures

Slide - an individual screen in a slide show

Presentation file - is the file that you save to disk. It contains all the slides, speaker's notes, handouts, and everything else that makes up your presentation

Object - anything that you can put on a PowerPoint slide (ex: text, clip art, sounds, charts, video clips, etc.)

Slide Show – a series of slides displayed in sequence. A slide show can be controlled manually or automatically

Transition – a special effect that moves one slide to another

Template – presentation design

In PowerPoint, you are going to create a slide presentation.

Setting up slides:

1. Open Microsoft PowerPoint or Click on Start and New Office Documents.
2. From the window choose Blank Presentation and click OK.
3. Click on File, and then Save As and save your presentation to your disk under the File Name of My Project.
4. As you can see, your screen is split into three (3) sections- Outline/Slide, a slide, and Slide Layouts.
5. In the Slide Layouts section, click on the blank slide under Content Layouts.
6. Click on New Slide on the right side of the tool bar two (2) more times. You have just added two new slides to your presentation. If you look in the Slides column, you will now see three (3) slides. If needed, you can add more.
7. Click on Insert, and then Text Box. You have to click and draw a text box on your slide. You may make it as big as you need to, once you have typed something in it. If you click on the green circle, you can turn the text box in any position. By clicking on the perimeter of the text box, you can drag and drop it anywhere in your slide.
8. If you would like to add a picture or word art to your slide, click on Insert, Picture, and choose either Clip Art or Word Art. Use the directions from MS Word exercise to guide you through this process once again.
9. Add colorful backgrounds to your slides. Click on Format, Background, and pull down the menu to see More Colors...or Fill Effects...You can add these to all the slides in your presentation, or just to the slide you are working on.
10. You might also want to look at the different styles of Bullets and Numbering in the format menu. You'll be surprised what you can find along the way.

Please feel free to explore the many options under the Format menu, such as Fonts and Background.

Inserting a picture from Clips Online:

1. Click on “Insert”, “Picture”, “Clip Art”.
2. The task bar appears on the right of your screen. At the bottom of the task bar, click on “Clips Online”. This brings you to the Microsoft ClipArt gallery on the Internet.
3. If your Internet screen says something like “Cookies Disabled...” click on the back button.
4. Now your screen should say “Clip Art and Media”. In the text box on the upper right side of the screen, click your mouse to get a cursor, and then type in the picture you are looking for. (e.g. bear, turkey, Christmas)
5. Click on the green arrow to the right of your typing.
6. When you find the picture you want, click on the little square under the picture.
7. In the menu bar on the left side of your screen one of the choices is “Download 1 item”. Click on Download 1 item.
8. On the next screen click “Continue”.
9. On the next screen click “Download Now.” It will take a few moments for the computer to download your picture into the organizer.
10. When your picture appears in the Clip Organizer, click on the gray bar on the right side of the picture.
11. Click copy from the menu that appears.
12. Minimize the organizer window.
13. You are now back in your Word document. Click “Edit,” then “Paste.”
14. On the Picture toolbar, click on the dog (text wrapping). Click on Square. Now you can move/resize/crop the picture as you wish.

Getting pictures from the Internet

1. Open Microsoft Word
2. Log onto the Internet
3. Type in www.google.com
4. Click on Images
5. In the text box, type in what you are looking for
6. Click Search
7. When the picture appears, scroll through to choose the one you want.
8. Click on the picture you desire. It will appear again at the top of a new screen.
9. Click on "See picture alone."
10. Click and drag the picture down to the start bar onto Microsoft Word. Hold it there until word opens.
11. Let go of the mouse, it takes a moment, but the picture will appear on the page.
12. Click on the picture, click on the dog on the Picture toolbar. Now you can move and/or resize your picture.

It is often helpful to go to Print Preview to see the entire page at one time. To do this:

1. Click on File, Print Preview.
2. When you are in Print Preview, move your mouse along the tool bar until you get to the magnifier. Click on the magnifier.
3. Now you are able to make changes in the preview mode.

The Slide Show:

A. Custom Animation

1. Click on the object to which animation will be applied
2. Click on Slide Show.
3. Click on Custom Animation.
4. Click on Add Effect, then Entrance.
5. Browse through animation effects and choose the one you want to use for that object.
6. Play with the pull down menus and different animations for each object on this slide and your other slides.
7. Browse through Animation Schemes from the Slide Show menu.

B. Adding sound to an animation

1. Click on the animation in the menu on the right of your screen.
2. Click on the down arrow on the right of the option.
3. Click "Effect Options", you will find the word "Sound" about half way down the screen.
4. Click on the down arrow to the right of "No Sound", you will find a list of sounds. Click on the one you want. When you click "OK" you will hear the sound.

C. Slide Transitions

1. Click on Slide Sorter view button.
2. Select the slide to which you want to add the transition.
3. Click on the Transition button.
4. Scroll through the list of transitions and click on the one you want to use.
5. Change the speed to Medium.
6. Apply (Transition) to All Slides if wanted, or do each slide separately.
7. Close pane.

D. Set up Slide Show

1. Click on Slide Show.
2. Click on Set up Slide Show.
3. Check to make sure that "Presented by a speaker" and "Manually" are bulleted.

E. Preview your Slide Show

1. Click on Slide Sorter.
2. Click on Slide Show button.
3. Press Spacebar to view next slide.

Congratulations! You have just completed your PowerPoint presentation.

Using Inspiration

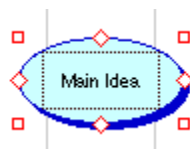
Inspiration[®] is a tool students rely on to plan, research and complete projects successfully. With the integrated Diagram and Outline Views, they create graphic organizers and expand topics into written outlines.

In the Diagram View, students create graphic organizers to represent a concept, insert and play multimedia files. To show relationships between ideas, students link symbols and add words to further clarify meaning.

As they start the writing process, students use visually integrated notes to expand topics and switch to Outline View to further develop their ideas. The integrated Word Guide helps students choose words with more precision, and a contextual spell checker automatically identifies misspelled words. To finalize projects, students can transfer to their favorite word processor or transform their work into a web site with the Site Skeleton export tool.

Step 1. Launch Inspiration

Step 2. Modify the Main Idea balloon which opens when Inspiration is launched. The default style is an oval like the one below:



While the balloon is selected you may change it to any of the other styles available. You move from one page on the symbol palette to another with the left and right arrows at the top of the palette. The middle arrow allows you to jump directly to a specific page on the palette. Those arrows can be seen in the image below:



Step 3 - Click on the words "main idea", highlight the words and type in the main idea, North, South or African-American/Slavery issue.

Step 4 - Highlight what you just typed, go to the **Format** menu at the top of the screen and change the size of the words to 12 point in the **Size** submenu and make the main idea Bold in the **Style** submenu.

Step 5 - Click away from the main idea, and use the symbol palette to select the shape which you will use for the related information. Students can also insert images from sites outside of inspiration by cutting and pasting the images onto the page. The images can be moved to any place on the page, but things may be easier if you click where you want the image to be placed before each new one is placed. After all three are placed modify the three with the assigned topics: *Battles*, *Generals* and *Economic Issues*. To place words in the shape you chose, double-click in the shape.

Step 6 - Create links

As you looked through the examples above you noticed that items are linked by arrows. To create a link click on the Link icon at the top of the window (seen at the right), click on the first object to be linked, then click on the second object to be linked. Repeat the procedure until all related information shapes are linked to the main topic.

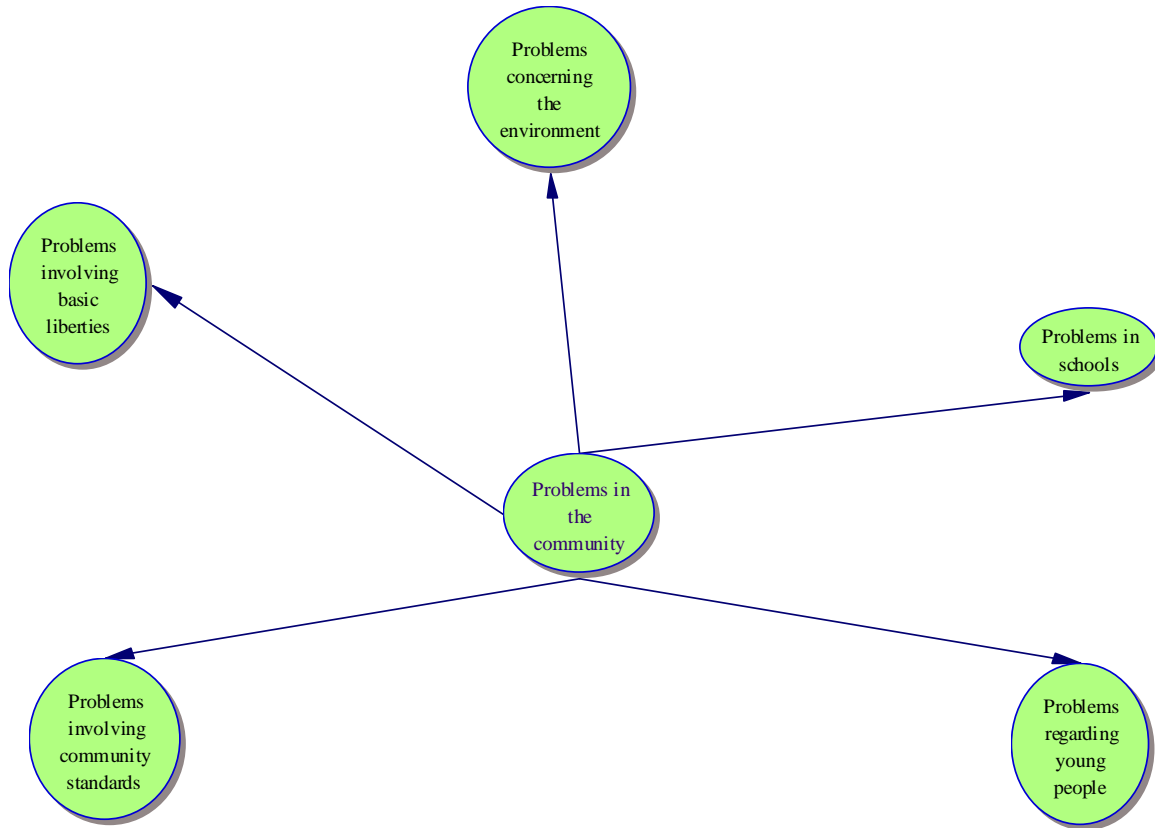


Step 7 - Place supporting details. Follow the same procedure to create three balloons for the supporting details, one around each of the related information balloons. When the three balloons have been placed and labeled, link each to the related information balloons using the outline given above step 1.

Step 8 – The Students can use fill color to group related topics. Click on the Main Idea, Related Information, or Supporting Details. Go to the **Effect** menu at the top of the page and select a color from the **Fill Color** submenu. Repeat this procedure until each of the three areas on the outline has been colored. [*Note: all balloons of a similar type can be recolored at the same time. Click on one, hold the Shift key down and click on each of the other balloons. When you select Fill Color, all will be recolored at the same time.*]

Step 9 - Distinguish between the link arrows connecting the main idea to its related information by changing the line color and thickness. Select all three link arrows by using the shift technique taught in Step 8. After all arrows are selected go to the **Effect** menu at the top of the page and select the **Line Thickness** and **Line Color** sub menus to make changes.

Step 10 - Now that you have an idea of what can be have done with Inspiration, we will make a concept map using the application. The basic format of our concept map will be:



Step 11 – Once the information is applied to the concept map, switch to Outline View to further develop the supporting detail information.

Problems in the community

Problems in schools

1. Many people claim that schools do not teach skills that adequately prepare students to get jobs when they graduate.
2. Some students use language and other forms of expression that are insulting to certain groups
3. Gang activity both in and out of school makes many students afraid for their personal safety.

Problems regarding young people

1. Young people sometimes work long hours after-school or weekend jobs. This often makes it difficult for them to do well in school.
2. Some working parents do not have enough money to pay for adequate care for their children during working hours. As a result, young children may be left home alone, sometimes in dangerous circumstances.

Problems involving community standards

1. Some stores advertise and sell tobacco and alcohol near schools. Others sell materials that some people might think obscene, near schools.
2. Some facilities or group homes for elderly person or persons with disabilities do not meet health or safety standards. Some may treat residents poorly.

Problems involving basic liberties

1. Large numbers of people do not vote in elections. This is especially true in local elections.
2. Many people argue that money plays too great a role in the election of government officials.

Problems concerning the environment

1. Some communities have problems that involve conflicts about the protection of the environment and the protection of jobs.
2. Some communities do not have recycling programs, or those they have do not work well.

EVALUATION

We began this September with the thought of using Project Citizen portfolio based project with all six of our classes, however, after meeting with our new seventh grade students throughout the first three months of the school year, I found that there were difficulties with the subject which prohibited me from completing this project with all of my students.

As a result, Mr. Demarco and I attempted to come up with a way in which our students from our respective classes could work together in a manner that would be a lot of fun as well as educational. We realized that many of my students were unaware of how to communicate ideas constructively. Upon coming to this realization, we decided to have just one of our classes which met at the same time period to work collaboratively.

It was fun watching and hearing the students talk about there subjects. They love working with the computer and looked forward to using the Word Art features on their respective projects. As the students were assigned the lesson on PowerPoint, I saw true creativity come to fold. Most of the students enjoyed this assignment so much, that they wanted to add pages to it. The ability to select and add various features to their slide show allowed the students to have truly effective presentations, so that their final presentations were superb.

This project let the children not only discover the power of the computer and the Internet, but also allowed them to discover each other and the world they live in. They took the social issues raised, and were able to discuss them in great depth. Many of the issues raised were social conscious materials. I found the students to be engaged and animated about several of those issues. Debates were begun and strong opinions were given as to each issue. It was wonderful watching them become more and more confident with the ability to express their opinion about an issue. The students took pleasure in this project almost as much as I did teaching and helping them.

As a first time project participant, I as well as Mr. Semple enjoyed watching, working and facilitating our student's project. It was an amazing experience to see the student's teamwork, ideas, questions and answers develop right before your eyes. It is that part of team teaching that seems to inspire me with new motivation and prolific ideas. Evaluating the processes that this project took on, I have come to the realization that I needed to hone my groups better. In the end, my scheduled classes and abilities limited my accomplishments. The final project was completed using one class.

Problem Identification and Analysis Form

Names of group members _____

Date _____

The problem _____

1. Is this a problem that you and others people in your community think is important? Why?

2. What level of government or governmental agency is responsible for dealing with the problem?

3. What policy, if any, does government now have to deal with this problem?

4. If a policy does exist, answer the following questions.
 - What are its advantages and disadvantages?

 - How might it be improved?

 - Does this policy need to be replaced? Why?

 - What disagreements, if any, exist in your community about this policy?

5. Where can you get more information about this problem and the positions taken by different individuals and groups?

6. Are there other problems in your community that you think might be useful for your class to study? What are they?

Interview Form

Your name _____

The problem _____

1. Name of person interviewed _____

The person's role in the community _____

(note if the person does not wish to be named, respect his or her privacy and indicate only the person's role in the community)

2. Tell the person which problem you are studying. Then ask the following questions.
Record the answers you receive.

a. Is this a problem that you think is important? Why?

b. Do you think others in our community believe this is an important problem? Why?

c. What policy, if any, does government now have to deal with this problem?

4. If a policy does exist, answer the following questions.

- What are the advantages of this policy?
- What are the disadvantages of this policy?
- How might the policy be improved?
- Does it need to be replaced? Why?
- What disagreements about this policy, if any, exist in your community?

d. Where can I (or my class) get more information about this problem and the different positions people take on the problem?

Printed Sources Form

Your name _____

The problem _____

Name/date of publication _____

Headline on the article: _____

1. Position taken in the article related to problem?

2. Main points of the position?

3. According to the source what policy, if any, does government now have to deal with this problem?

If a policy does exist, answer the following questions.

- What are the advantages of this policy?

- What are the disadvantages of this policy?

- How might the policy be improved?

- Does it need to be replaced? Why?

- What disagreements about this policy, if any, exist in your community?

Radio/Television Observation Form

Your name _____ Date _____ Time _____

The problem _____

1. **Source of information.** (This might be a television or radio news program, a documentary, an interview show, or some other program on the problem).

Consider the following questions as you watch and listen to the program:

2. Is this a problem that is thought to be important? Why?

3. What policy, if any, does government now have to deal with this problem?

- What are the advantages of this policy?

- What are the disadvantages of this policy?

- How might the policy be improved?

- Does it need to be replaced? Why?

- What disagreements about this policy, if any, exist in your community?

Information from Publications- Documentation Form

Names of research team member(s) _____

Date _____

Name of library, office, agency, or electronic site visited

Problem being researched _____

1. Source of information.

a. Name of publication _____

b. Author (if noted) _____

c. Date of publication _____

2. Record information from the publication that helps you answer as many of the following questions as you can.

a. How serious is this problem in our community?

b. How widespread is the problem in our state or nation?

c. Which of the following do you think is true?

- There is no law or policy for dealing with the problem. Yes ___ No ___
- The law for dealing with the problem is not adequate. Yes ___ No ___
- The law for dealing with the problem is adequate, but it is not being well enforced.
Yes ___ No ___

d. What levels of government or governmental agencies, if any, are responsible for dealing with the problem? What are they doing about the problem?

Information from Publications- Documentation Form (continued)

e. What disagreements about this policy or ways of dealing with it exist in your community?

f. Who are the major individuals, groups, or organizations expressing opinions on the problem?

- Why are they interested in the problem?
- What positions are they taking?
- What are the advantages and disadvantages of their positions?
- How are they trying to influence government to adopt their positions on the problem?

g. How can my classmates and I get more information on their positions?

Information from Letters or Interviews- Documentation Form

Names of research team member(s) _____

Date _____

Problem being researched _____

1. **Source of information.** (Include the name of the person providing the information. If appropriate, include the person's title and group or organization.

Name _____

Title and Organization _____

Phone _____

2. **Request information about the problem.** After introducing yourself by letter or phone suggested By the *introduce yourself format*, ask for the answer to the following questions.

a. How serious is this problem in our community?

b. How widespread is the problem in our state or nation?

c. Why is this a problem that should be handled by government? Should anyone else also take responsibility for solving the problem? Why?

d. Which of the following do you think is true?

- There is no law or policy for dealing with the problem. Yes ___ No ___
- The law for dealing with the problem is not adequate. Yes ___ No ___
- The law for dealing with the problem is adequate, but it is not being well enforced. Yes ___ No ___

e. What levels of government or governmental agencies, if any, are responsible for dealing with the problem? What are they doing about the problem?

Information from Publications- Documentation Form (continued)

f. What disagreements, if any, exist in our community about this problem?

g. Who are the major individuals, groups, or organizations taking sides on the problem?

- Why are they interested in the problem?
- What positions are they taking?
- What are the advantages and disadvantages of their positions?
- How are they trying to influence government to adopt their positions on the problem?

h. If our class develops a policy to deal with this problem, how might we influence our government to adopt our policy?

Slide Show Rubric

A PowerPoint slide show is an appropriate form for presenting information that is accompanied with pictures and graphics. The main point to remember is that the pictures and graphics need content to support and amplify them.

Category	7 pts	5 pts	3 pts	1 pt	Point awarded
Background	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.	
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is rehash of other people's ideas and/or graphics and shows very little attempt at original thought.	
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one error.	
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	there is no clear plan for the organization of information.	
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.	
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project is missing more than two key elements. It would make an incomplete study guide.	Project is lacking several key elements and has inaccuracies that make it a poor study guide	
Documentation	You have properly documented 4 or more good sources for your topic.	You have properly documented less than 4 sources for your topic, some of which are weak.	You have not properly documented the sources for your topic and the sources are too few or inappropriate.	You have not documented any of the sources for your topic.	
Grades	A 40-49 pts	B 35-39 pts	C 21-34 pts	D 7-20 pts	Total Pts

ORAL PRESENTATION RUBRIC

NAME _____ DATE _____

Title/ Topic _____

Performance Element	Grade of A	Grade of B	Grade of C	Grade of D
Awareness of Audience	Significantly increases audience understanding and knowledge of topic; Effectively convinces an audience to recognize the validity of a point of view.	Raises audience understanding and awareness of most points; Clear point of view, but development or support is inconclusive and incomplete.	Raises audience understanding and knowledge of some points; Point of view may be clear, but lacks development or support.	Fails to increase audience understanding or knowledge of topic; Fails to effectively convince the audience.
Strength of Material, Organization	Clear purpose and subject; Pertinent examples, facts and/or statistics. Conclusions/ideas are supported by evidence; Major ideas summarized and audience left with full understanding of presenter's position	Has some success defining purpose and subject; Some examples, facts and/or statistics that support the subject; Includes sine data or evidence which supports conclusions or ideas; May need to refine summary or final idea.	Attempts to define purpose and subject; Weak examples, facts and/or statistics, which do not support subject; Includes very thin data or evidence in support of ideas or conclusions; Major ideas may need to be summarized or audience is left with vague idea to remember.	Subject and purpose are not defined; Very weak or no support of subject through use of examples, facts, and/or statistics; Totally insufficient support for ideas or conclusions; Major ideas left unclear, audience left with no new ideas.
Delivery	Relaxed, self-confident and appropriately dressed for purpose or audience; Builds trust and holds attention by direct eye contact with all parts of audience; Fluctuation in volume and inflection help to maintain audience interest and emphasize key points.	Quick recovery from minor mistakes; Appropriately dressed; Fairly consistent use of direct eye contact with audience; Satisfactory variation of volume and inflection.	Some tension or indifference apparent and possible inappropriate dress for purpose or audience; Occasional but unsustained eye contact with audience; Uneven volume with little or no inflection.	Nervous tension obvious and/or inappropriately dressed for purpose or audience; No effort to make eye contact with audience; Low volume and/or monotonous tone cause audience to disengage.

Evaluation on Oral Presentation

Evaluated by: _____

NAME OF PRESENTER _____

Rate the individual according to the following criteria. Circle a number on the scale from 1 - 10. 1- Lowest score, 10- highest score.

Content (evidence of research): 1 2 3 4 5 6 7 8 9 10

Creativity/Originality (Use of audio/visual aids): 1 2 3 4 5 6 7 8 9 10

Clarity/brevity (consciousness): 1 2 3 4 5 6 7 8 9 10

Organization/logical sequence: 1 2 3 4 5 6 7 8 9 10

Style of presentation: 1 2 3 4 5 6 7 8 9 10

Total Points:

GRADE DISTRIBUTION:

45-50 A

40-44 B

35-39 C

30-34 D

